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what we had a right to expect of him. The work, to be sure, shows evident traces of haste in its preparation, but, in addition to this, there are many instances where the author has not shown a proper grasp on his subject, while in some cases his method of work is open to serious objections. On the other hand, considering merely what has been done in the same field, the book represents a decided advance, and is certainly destined to be of great service to the student of Spanish philology. The 'Introduzione Grammaticale' forms a well digested treatise, while the texts and vocabulary, in spite of their many defects, contain a mass of information not readily accessible to the beginner.

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ANGLO-SAXON INTRODUCTION.

First Steps in Anglo-Saxon. By HENRY SWEET, M. A., Ph. D., LL. D. Oxford, At the Clarendon Press. 1897. 8vo, pp. xii, 108. 2s. 6d.

WE have long been familiar with Sweet's method of issuing several books in succession on the same subject, for different classes of students or for students in different stages of development; but the present book has probably come as a great surprise to many Anglo-Saxon scholars. Sweet's *Anglo-Saxon Primer* was brought out (in 1882) to serve as a preparation for his *Anglo-Saxon Reader*. It was expressly intended to be "the easiest possible introduction to the study of Old-English." Some students must have complained of the *Primer* even as being too hard; palpable evidence is afforded by Mr. A. J. Wyatt's *Notabilia of Anglo-Saxon Grammar* (The University Tutorial Series, London, 1889), a book embodying explanatory notes and directions with regard to the practical study of the *Primer*. In the Preface to this little volume Mr. Wyatt said:

"Students who have already reached the *A.-S. Reader* are able to walk alone; we have, therefore, with few exceptions, not travelled beyond the *Primer*."

Now the author of the *Primer* himself has come to the aid of the tyro whose faltering

steps need the guidance of a master. *First Steps* is written as an introduction to the *Primer*, and in particular for the benefit of those

"for whom a rigorous grammar-and-glossary method is too abstract, and whose memories will not bear the strain of having to master a grammar of some length before proceeding to the texts."

It is confessedly "a purely practical introduction to the language."

From the Grammar (25 pages), Phonology and Derivation are entirely excluded. The most important syntactical phenomena are mentioned along with the inflectional forms,—a great advantage from the practical point of view. The inflections are not presented in the ordinary 'scientific' arrangement; only the absolutely indispensable paradigms are given, and the principal deviations from the normal scheme are briefly remarked upon. But the grammatical part appears altogether subordinate to the Texts. The learner may almost immediately begin with the reading. Though there is no Glossary, the author has taken pains to explain nearly all words in the Notes, and, besides, by an elaborate system of cross-references has enabled the student to find out for himself all he really needs.

The chief interest of the book centers decidedly in the three groups of Texts. The first contains select sentences from the Old English treatise on astronomy; the second includes Ælfric's *Colloquy* (practically complete). Both have been handled very freely; they are rigidly normalized and otherwise 'improved,' so as to represent 'idiomatic' Old English prose. The third group embraces a lengthy prose paraphrase (twenty-nine pages), by Sweet himself, of the first part of *Bēowulf*, entitled "*Bēowulfes sīþ*." The student has thus the rare pleasure of reading the story of Bēowulf's fights with Grendel and with his mother in strictly 'correct' Old English prose. We have seen, before this, sentences in Old English made up for the purpose of exercises; we have witnessed the translation of an Old English poem (*Judith*) into its original Northumbrian dialect; but no Old English scholar has ever had the courage for such a novel undertaking. The author himself says of his

version: "In this very difficult task I have been more successful than I expected, although I cannot hope entirely to have escaped errors."

A few passages call for a remark.

It is surprising to read that the head of Grendel's mother, together with that of Grendel, is carried triumphantly into Hröþgar's hall:

"*pā cōm Bēowulf inn-gān on pā healle, and grētte pone cyning. pā wearp Grendles heafod be feaxe inn-boren and pære mōdor samod, pæm mannum tō wæfersiene. Ealle wundrodon pære seldcūpan gesehpe.*" (§ 224.)

We can hardly account for this statement, unless *pære idese* (l. 1649) in the original is interpreted as referring to Grendel's mother, which is of course inadmissible. One must also question Sweet's rendering of *ægena bearhtm* by 'the evil eye' (§234):

Nū is pinre geogope blæd tō lýtetre hwile; sōna hit bip pæt bi ādl oppe ieldo pines mægnes benimp, oppe wæpnes ecg, oppe fýres feng, oppe flodes wielm, oppe ægena bearhtm: ne miht þu deap forflēon! Cf. Bēowulf, 1761 ff.

It may be noted that for *twelf* (so in the *A.-S. Reader* and the *A.-S. Primer*), Sweet writes *twelf* (so also in the *Student's Dictionary*); instead of *se dryn* (*drinc*), we find *se drynce* (§§71; 87).—Misprints: *hierloom*, §135 Note; the macron is wanting in *Anne*, §23; *māra*, §9 Note; *ānra-gehweic*, §74 Note; *cynestōl*, §109 Note.

Who will use this book? There may be students who like a wholly empirical method of learning the elements of the Old English language. This may be especially the case with those who lack the privilege of oral instruction,—and such learners the author seems to have had primarily in view. But there are unquestionably many who prefer by far a more systematic treatment. It is, indeed, difficult to see what advantage there is in withholding from the beginner the classification of the Ablaut verbs and enumerating, instead, in the Notes the stem forms of the verbs, as they occur in the texts, without any attempt at grouping the isolated forms in a system. It is also to be feared that students will get tired of the continual references and cross-references.

There can be no question about the excel-

lence of this book measured by the requirements of scholarship. Every student of Old English can learn a good deal from it. Sincere thanks are due to Dr. Sweet for his indefatigable zeal in providing manuals for the scientific study of the English language. It is only to be questioned whether this elementary Primer will be appreciated by those for whom it is written. It is for the future to determine its place among text-books.

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WALLENSTEIN'S LAGER.

TO THE EDITORS OF MOD. LANG. NOTES,

SIRS:—S. W. Cutting's interpretation of *Wallenstein's Lager* 1096 (see NOTES, June 1897),

Seine Ruhe lässt er an keinem Ort

is scarcely satisfactory. He would construe *seine* with *Ort*—"He leaves no place in undisturbed possession of the peace that belongs to it." In this sense would not German syntax require the dative without *an*? Besides, is not Schiller's thought throughout the entire passage that of the Reiter's restlessness? He has no peace of mind, consequently he can neither impart nor bequeath peace. Carruth's suggestion, quoted by Cutting, seems to me the correct one: "He leaves peace (his peace, like 'My peace I give unto you') nowhere." Only Carruth, in his desire to be concise, said too little. He should have consulted his German bible, and quoted John xiv, 27: "*Den Frieden lasse ich euch; meinen Frieden gebe ich euch.*" The poet is drawing an ironical contrast between the trooper and the Paraclete.

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WALLENSTEIN'S LAGER, l. 1096.

TO THE EDITORS OF MOD. LANG. NOTES,

SIRS:—Through your courtesy I have read Professor Hart's objection to my interpretation of Schiller's words:

Seine Ruhe lässt er an keinem Ort,

and call attention, by way of reply, to the following considerations: